

TEACH: An Early Childhood Workforce Development Initiative Administered by the Iowa Association for the Education of Young Children (IAEYC)

Final Report September 30, 2011

Funded by

American Recovery and Reinvestment Act (ARRA)

Iowa's IDEA Part C (Early ACCESS) Federal Funds 2009-2011



For more information about this project, contact: Barbara Merrill at bmerrill@iowaaeyc.org or (515) 331-8000 Ext. 11.

From: IAEYC

To: Iowa Department of Education

Date of Activities: April 1, 2010 - September 30, 2011

We are appreciative of your support of T.E.A.C.H. Early Childhood Iowa. We are pleased to provide you with an end of project report on the thirty-five infant-toddler teachers and providers seeking bachelor's degrees with Iowa teaching endorsement 100 through the use of funds from the Department of Education (federal funds from Part C – ARRA).

In summary

Job creation (ARRA requirement): T.E.A.C.H. supports the continued employment of the child care workforce by supporting job training and re-training to allow this workforce to be eligible (per the educational position requirements) for work in this field. In addition, this contract supported the full cost of, on the average, a minimum of one 0.25 FTE position as a T.E.A.C.H. Counseling Specialist. This staff member supported the success of this project by recruiting, counseling, reimbursing costs of tuition, books, travel, and substitutes, ensuring retention and compensation increases, collecting data, and encouraging and supporting the scholarship recipients.

Roles: Nine of the participants who were supported with these funds are infant-toddler teachers in regulated child care programs or Early Head Start sites. Four are currently assistant teachers, and twenty-two are registered child development home providers.

Settings: Thirteen of these teachers and providers are employed in regulated child care programs, one in Head Start, and twenty-two in registered homes.

Credits taken/completed: At the completion of the project, 445 credits had been taken by these 35 individuals. 376 credits were completed by the end of summer semester. The remaining, uncompleted credits are being taken during the current semester (fall 2011). For our purposes, those credits are not considered complete until all grade reports have been submitted. Per our best estimates, these 35 people have approximately 3,000 credits remaining to their degree completion. Some have as few as six credits, while many have more than 100 credits remaining.

Degrees/credentials completed: Since April 2010, three CDA credentials and five associate degrees were earned. This is excellent progress considering the part time student and full time employee status of these individuals.

Grade point averages: Those working on bachelors' degrees or early childhood endorsements who already completed an associates' degree earned grade point averages of 3.52/4.0. Those working on courses through the community college system (in the beginning of their college programs) earned grade point averages of 3.22/4.0 (which mirrors our overall state wide T.E.A.C.H. program GPAs). To date, the overall GPA for the credits taken with the support of this funding is 3.27/4.0.

Wages: Average wages were collected as these participants began their T.E.A.C.H. journey. As one might guess, wages vary widely based on home or center setting. Our registered child development home providers currently average \$4.12 per hour, after expenses. The center teachers and associates average \$11.67 per hour. The average wage increase for the participants who selected a raise model is 5.44%. As you probably remember, the raise model on T.E.A.C.H. requires that after successful completion of 12

months of T.E.A.C.H. participation and a minimum of nine credits completed, a raise of at least 4% is provided by the employing program.

The majority of participants funded by this project selected a bonus instead of raise model and received bonuses of \$250-\$800 after successful completion of a 12 month contract. Typically, most of this bonus comes from the T.E.A.C.H. program, with the employing program paying a larger share of tuition and books.

Rural/urban settings: At this time, fourteen individuals are providing care in rural settings and twenty-one are providing child care in an urban setting in Iowa.

Geographical distribution:

AEA Early Access Regions	
Region 7: 267	5
Region 9: Mississippi Bend	3
Region 10: Grant Wood	5
Region 11: Heartland	15
Region 12: Northwest	1
Region 13: Green Hills	3
Region 15: Great Prairie	3
Total	35

Outreach/recruitment information: Since the beginning of this project in April, 2010 our T.E.A.C.H. counselors and Project Manager presented over 150 times. During these presentations, staff shared information about T.E.A.C.H. with potential participants and their supervisors across the state. Some of those presentations were specifically designed to recruit infant/toddler teachers to this opportunity.

At the beginning of the project, our T.E.A.C.H. Counseling Specialists personally contacted all infant-toddler teachers and home providers participating in our program, and helped them consider the teaching license with endorsement 100 as a long-term educational goal. Much valuable information about this pathway was shared as part of that outreach effort.

Contacts were made with AEA early childhood consultants, CCR&R leadership and Head Start grantees by email about the availability of this funding. Barb Merrill, Project Manager, spoke in February to the Early Access and Department of Education consultants during your two-day meeting about this project.

As this is our final report to you regarding this project, we are moving these participants to different T.E.A.C.H. funding streams, in order to continue to support their progress towards bachelors' degrees and early childhood teaching endorsements. *Please do not hesitate to contact me, or Barb Merrill,* if you need different or additional information. We are pleased to have partnered with Early Access and the Department of Education to allow more infant toddler teachers and providers to access the services of T.E.A.C.H. as they seek higher education degrees and endorsements. We would welcome the opportunity to partner again in the future.